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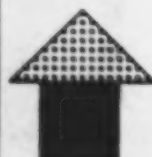
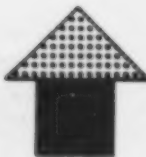
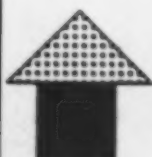
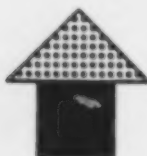
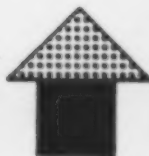
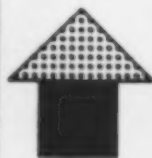
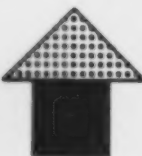
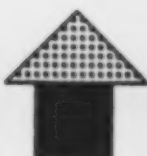
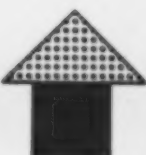
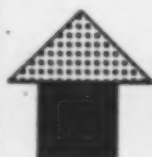
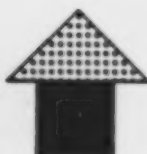
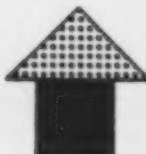
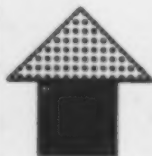
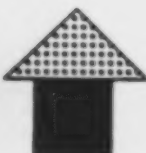
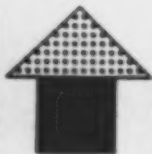
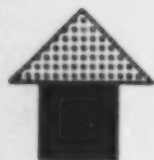
ABSTRACT

This report from the Campbell Elementary School in Atlanta (Georgia) provides information on student achievement for the 1986-87 school year. The narrative presents eight findings concerning enrollment, attendance, reading achievement, and math achievement. Conclusions and recommendations generated from these findings are the following: (1) the proportion of students reaching the system goals in both reading and math improved and was above the system average; (2) student performance on tests improved compared to 1986; (3) overall test performance was below the system's average; (4) improvement in achievement test scores can be achieved as staff continues to work on basal progress; (5) emphasis should be given to the remediation of weaknesses in kindergarten and first grade; and (6) the cooperative spirit in primary grades is helping students and should be continued. Descriptive statistics and test scores are presented in 17 tables. (VM)

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Campbell Elementary School School Report

1986-87

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**DIVISION OF CURRICULUM AND
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ATLANTA PUBLIC SCHOOLS

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CAMPBELL ELEMENTARY SCHOOL
1986-87 SCHOOL REPORT
(Andy Plankenhorn, Research Assistant)

The School Report is designed to provide information about the school's achievement primarily in reading and mathematics based on objective data. The report is not intended to represent all of the activities and accomplishments for the school year. Information is presented in two forms — a narrative analysis followed by accompanying data sheets.

FINDINGS

1. A review of the General Descriptive Characteristics indicates that the mobility index has increased each of the past 2 years. Pupil percent of attendance has decreased 1 percent compared to 1985-86.

2. The results of the Ready Steps Language Survey Screening show that the average number of skills mastered by kindergarten students was one below the system's average.

In basal reading for kindergarten, the percent of student mastering Getting Ready to Read was half of the system's average. The number of students only completing prereadiness was above the system's average.

3. Reading basal progress, measured by the percent of pupils meeting expectations was higher than the system's average in grades 1, 2, 3, and 4.

Mathematics basal progress, measured percent of pupils reaching expectations was higher than the system's percent in grades 1, 2, 3, and 4.

4. Percent of kindergarten students above the national norm on the California Achievement Tests (CAT) was higher than the system's percent in reading and close in mathematics. Improvements were made in the 1986 totals in both areas.

5. On the Iowa Tests of Basic Skills (ITBS), unmatched scores indicated only grade 2 reached the goal of 50% of students above the national norm. For the total school, 1 percent more reached this goal.

In mathematics, grades 1, 2, 3, and 7 reached the goal. Seventeen percent more students reached the goal in 1987 compared to 1986 for the total school.

Matched ITBS data indicate an average gain of 1.0 in reading and 1.1 in mathematics in grade equivalent, with acceptable gains for each grade.

On the State mandated portions of the Iowa Tests of Basic Skills (ITBS) testing social studies, grade 4 students were appreciably below the system and state performance levels. In science grades 4 and 7 were appreciably below the system and state levels.

6. The gains for students in project program exceeded the non-project students' gains in both reading and mathematics.
7. On the first grade Georgia Criterion-Referenced Tests (GCRT), improvements were made in 8 of the 10 objectives in reading. In mathematics, 9 of the 15 objectives were lower than in 1986. Scale scores were above the system and state averages in reading and mathematics.

On the third grade GCRT, compared to 1986, 2 percent more students passed in reading and 2 percent fewer passed in mathematics. Percent passing was below the system and state averages.

On the sixth grade GCRT, improvement was shown in 7 of the 11 reading objectives and in 9 of the 12 mathematics. Scale scores were below the system's average in reading and above in mathematics.

8. The average number of Pupil Progression minimum skills mastered was equal to or above the system's average in six grades in reading and in mathematics.

The percent of pupils retained was above the system's average in kindergarten, and grades 2, 3, and 4. No students were retained in grades 5, 6, and 7.

CONCLUSIONS

1. The percent of students reaching the system goals in the basal progress in both reading and mathematics improved and was above the system average.
2. Overall, a review of both ITBS and GCRT indicates that the performance on tests improved compared to 1986.
3. Overall test performance was below the system's average on both ITBS and GCRT.

RECOMMENDATIONS

1. Continue to work on improvement in basal progress. This will eventually produce achievement test improvement.
2. Continue the emphasis on giving extra attention to the kindergarten and first grade students for remediating beginning weaknesses.
3. The cooperative spirit in primary grades is helping the lower performing students and needs to be continued.

Division of Curriculum and Research Services
Department of Research and Evaluation
September 11, 1987

1986-87
DATA DESCRIPTION SHEET
FOR ELEMENTARY SCHOOLS

General Descriptive Characteristics

The data in this report provide an overview of enrollment and staff/school factors.

Kindergarten Ready Steps Screening Results

All students are screened upon entry into kindergarten using the Ready Steps Language Survey. This instrument is an individually administered series of tasks designed to diagnose student proficiency in ten essential reading readiness skill areas. Mastery of these same ten skills also represents partial fulfillment of the kindergarten pupil progression requirements in reading.

Kindergarten Basal Readiness Progress

A goal of the kindergarten program is that students will complete and successfully master the readiness level of the Houghton Mifflin Series, Getting Ready to Read. The data reported reveal the progress of students by the end of the school year.

Summary Report of Basal Progress (Reading and Mathematics)

The data in the basal progress reports are based on the number of basal reading magazines and mathematics chapters reported as completed during the year. The expected number of magazines/chapters per grade are based on the publisher's recommendation for the amount of material to be covered on grade level in one year.

Norm-Referenced Test Data

Unmatched data reflect the test performance of students enrolled at the school and having available test scores at the end of the school year. Matched test data reflect longitudinal test performance for students enrolled at the school and having available test scores for both 1986 and 1987. The following terms are used to report performance:

National Norm - A score which corresponds to the 50th percentile in the national norming sample.

Median Percentile - One-half of the students scored above this score and one-half scored below this score.

Mean G.E. - This score is the average of the grade equivalent (GE) scores reported for students.

Normal Curve Equivalent (NCE) - An equal interval scale that extends from 1 to 99 and has a mean of 50.

California Achievement Tests (CAT) - Unmatched

The CAT was a requirement of the state testing program for all kindergarten students.

Iowa Tests of Basic Skills (ITBS) - Unmatched and Matched

The complete battery of the ITBS is administered to grades 1 through 7. In addition, the science and social studies tests are administered to grades 2, 4, and 7 as a requirement of the state testing program.

Project and Non-Project Results - Matched

Project test data reflect the reading and mathematics performance of students who participated in compensatory programs, such as Chapter I/II and the Remedial Education Program (REP), or special programs, such as the Computer Curriculum Corporation (CCC) labs. Non-project test data reflect the performance of students who did not participate in the identified project(s). Only students having available scores for both 1986 and 1987 are included in the analysis.

Georgia Criterion-Referenced Tests (GCRT)

The criterion-referenced tests measure mastery of state-identified objectives for grades 1, 3, and 6. Results are reported in terms of student mastery or students needing additional instruction, mean scale scores, and the percentage of students passing (third grade only). Third graders statewide were required to achieve a scale score of 182 in reading and 184 in mathematics in order to be eligible for promotion.

Progression Policy Results

The progression policy for grades K-7 determines promotion or non-promotion. The mastery of specified minimum skills in reading and mathematics and the completion of a specified level of the basal reader are required for promotion. In addition, third graders were required to pass the GCRT.

09/02/87

CAMPBELL ELEMENTARY SCHOOL

GENERAL DESCRIPTIVE CHARACTERISTICS

GRADES (K-7)

ACTIVE ENROLLMENT (END OF YEAR)

	1982-83	1983-84	1984-85	1985-86	1986-87	DIFFERENCE			
						2 YEARS	PER CENT	5 YEARS	PER CENT
SCHOOL	335	359	369	395	419	24	6.1	84	25.1
ALL ELEM	36,561	36,287	36,471	37,967	37,940	-27	-0.0	1,379	3.8

STAFF/SCHOOL FACTORS (END OF YEAR)

	SCHOOL		SYSTEM	
	NUMBER	PER CENT	NUMBER	PER CENT
NUMBER/PER CENT OF TEACHERS:				
LOAD REQUIRED	18.0	70	1654.0	72
LOAD EXEMPT	7.6	30	640.2	28
TOTAL	25.6	100	2294.2	100
NUMBER/PER CENT OF PROJECT PARTICIPANTS:				
COMPENSATORY READING	66	16	5542	15
COMPENSATORY MATH	68	16	4850	13
K-GARTEN - APS DAY CARE	34	40	877	15
K-GARTEN - NON-APS DAY CARE	17	20	2430	41
K-GARTEN - NO DAY CARE TO 6 MOS. DAY CARE	34	40	2652	45
FIRST GRADE - APS K-GARTEN	72	77	5801	89
FIRST GRADE - NON-APS K-GARTEN	22	23	627	10
FIRST GRADE - NO K-GARTEN	0	0	123	2
PUPIL-TEACHER RATIO	23.3		22.9	
NUMBER/PER CENT OF PUPILS NEW TO APS	25	6	3840	10
NUMBER/PER CENT OF PUPILS NEW TO SCHOOL	87	21	10469	28
MOBILITY INDEX:				
1984-85	.19		.29	
1985-86	.20		.30	
1986-87	.27		.30	
PER CENT PUPIL ATTENDANCE:				
1984-85		94.1		94.9
1985-86		94.0		95.1
1986-87		93.1		94.7
PER CENT CERTIFIED STAFF ATTENDANCE:				
1984-85		92.5		93.3
1985-86		92.3		94.0
1986-87		93.3		94.9

8/17/87

CAMPBELL ELEMENTARY SCHOOL

READY STEPS LANGUAGE SURVEY
KINDERGARTEN SCREENING RESULTS
FALL 1986

	PERCENT OF STUDENTS MASTERING EACH SKILL										AVERAGE NUMBER SKILLS MASTERED 1-10	N
	1	2	3	4	5	6	7	8	9	10		
SCHOOL	77	93	71	95	48	66	38	83	72	93	7	82
SYSTEM	86	96	64	88	59	67	48	84	78	88	8	5,856
DIFF	-9	-3	7	7	-11	-1	-10	-1	-6	5	-1	

8/14/87

CAMPBELL ELEMENTARY SCHOOL

SUMMARY REPORT OF KINDERGARTEN BASAL PROGRESS
READING READINESS
1986-87

	PREREADINESS		GETTING READY TO READ ONLY								TOTAL
			NOT COMPLETED				COMPLETED				N
							NOT MASTERED		MASTERED		
	N	PERCENT	N	PERCENT	N	PERCENT	N	PERCENT	N	PERCENT	
SCHOOL	23	35	6	9	12	18	25	38		66	
SYSTEM	560	10	496	8	346	6	4,475	76		5,877	

7/08/87

CAMPBELL ELEMENTARY SCHOOL

Summary Report Of Basal Progress
Reading
1986-87

		Magazines				Total Students
Grade		Number Per Grade	Average Number Completed	Percent Completed	Percent Of Pupils Meeting Expectation	
01	School	9	7.0	78	44	77
	System	9	6.3	70	24	6469
02	School	6	5.5	92	82	44
	System	6	5.6	93	68	5635
03	School	6	5.9	98	85	48
	System	6	5.1	85	50	5233
04	School	4	4.6	115	95	42
	System	4	4.1	103	77	4974
05	School	4	3.5	88	53	34
	System	4	4.0	100	78	4508
06	School	4	3.3	83	47	43
	System	4	4.0	100	82	2199
07	School	4	3.6	90	56	32
	System	4	3.8	95	77	1622

7/08/87
CAMPBELL ELEMENTARY SCHOOL

Summary Report Of Basal Progress
Mathematics
1986-87

		Chapters				Total Students
Grade		Number Per Grade	Average Number Completed	Percent Completed	Percent Of Pupils Meeting Expectation	
01	School	13	12.3	95	83	77
	System	13	11.7	90	61	6894
02	School	13	12.7	98	75	44
	System	13	12.0	92	63	5770
03	School	13	12.1	93	79	48
	System	13	11.5	89	51	5265
04	School	13	13.4	103	86	42
	System	13	11.1	85	43	4974
05	School	13	10.2	78	38	34
	System	13	11.0	85	43	4514
06	School	13	10.1	78	42	43
	System	13	11.6	89	50	2202
07	School	14	8.4	60	0	32
	System	14	11.5	82	39	1625

Campbell Elementary School

August 20, 1987

CALIFORNIA ACHIEVEMENT TESTS - UNMATCHED
(KINDERGARTEN ONLY)

-10-

	Number Tested		National Norm	Percent Above National Norm				Composite Mean Scale Score	
	1986	1987		Reading		Mathematics		1986	1987
				1986	1987	1986	1987		
School	97	93	50	55	70	71	75	--	528
System	6,069	5,939	50	58	68	76	78	--	532

Iowa Tests Of Basic Skills - Unmatched

Reading

Grade	Number Tested		National Norm	Percent At/Above National Norm		
	1986	1987		1986	1987	Diff
01	34	73	50	29	38	9
02	41	41	50	17	56	39
03	47	44	50	21	16	-5
04	40	38	50	8	16	8
05	40	32	50	40	31	-9
06	32	40	50	34	15	-19
07	30	30	50	63	33	-30
School Total	264	298	50	29	30	1
Elem. 1-5 Schools	12,767	13,349	50	46	53	7
Elem. 1-7 Schools	16,604	16,743	50	36	45	9

Mathematics

Grade	Number Tested		National Norm	Percent At/Above National Norm		
	1986	1987		1986	1987	Diff
01	34	73	50	68	70	2
02	41	40	50	71	75	4
03	47	44	50	28	52	24
04	40	39	50	23	49	26
05	40	32	50	38	34	-4
06	32	40	50	28	35	7
07	29	30	50	21	77	56
School Total	263	298	50	40	57	17
Elem. 1-5 Schools	12,738	13,306	50	58	65	7
Elem. 1-7 Schools	16,549	16,701	50	46	56	10

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CAMPBELL ELEMENTARY SCHOOL

IOWA TESTS OF BASIC SKILLS - MATCHED
 PERCENT OF STUDENTS AT OR ABOVE NATIONAL NORM AND MEAN GRADE EQUIVALENT SCORES
 (ONLY PUPILS WHO ATTENDED THE SCHOOL FROM SPRING 1986 THROUGH SPRING 1987)

GRADE	TYPE SCORE	NATIONAL NORM	TOTAL READING				TOTAL MATH			
			N	1986	1987	DIFF	N	1986	1987	DIFF
02	PERCENT	50	30	23	60	37	28	75	79	4
	MEAN GE	2.7		1.8	2.8	1.0		2.3	3.0	0.7
03	PERCENT	50	42	12	14	2	42	52	45	-7
	MEAN GE	3.7		2.3	3.0	0.7		3.0	3.7	0.7
04	PERCENT	50	31	26	13	-13	32	34	53	19
	MEAN GE	4.7		3.1	4.0	0.9		3.3	4.7	1.4
05	PERCENT	50	28	7	29	22	28	21	39	18
	MEAN GE	5.7		3.7	5.1	1.4		4.0	5.4	1.4
06	PERCENT	50	38	34	16	-18	38	29	37	8
	MEAN GE	6.7		4.3	5.4	1.1		5.2	6.1	0.9
07	PERCENT	50	27	37	26	-11	27	30	78	48
	MEAN GE	7.7		6.1	7.3	1.2		6.4	8.3	1.9
SCHOOL TOTAL	PERCENT	50	196	23	25	2	195	41	53	12
	MEAN GE			3.1	4.1	1.0		3.7	4.8	1.1
ELEM SCHOOL K - 5	PERCENT	50	15,470	44	49	5	15,391	57	60	3
	MEAN GE			3.1	4.2	1.1		3.4	4.4	1.0
ELEM SCHOOL K - 7	PERCENT	50	18,586	43	48	5	18,501	55	59	4
	MEAN GE			3.6	4.6	1.0		3.8	4.8	1.0

IOWA TESTS OF BASIC SKILLS
STATE-MANDATED NORM-REFERENCED TESTING
1986-87

August 20, 1987

Campbell Elementary

SOCIAL STUDIES

<u>Grade</u>	<u>Tested</u>	<u>Median Percentile</u>				<u>Mean GE</u>			
		<u>National Norm</u>	<u>State</u>	<u>System</u>	<u>School</u>	<u>National Norm</u>	<u>State</u>	<u>System</u>	<u>School</u>
02	73	50	68	78	62	2.7	3.5	4.2	3.2
04	64	50	61	62	24	4.7	5.3	5.3	3.3
07	52	50	54	50	47	7.7	7.9	7.6	7.5

SCIENCE

<u>Grade</u>	<u>Tested</u>	<u>Median Percentile</u>				<u>Mean GE</u>			
		<u>National Norm</u>	<u>State</u>	<u>System</u>	<u>School</u>	<u>National Norm</u>	<u>State</u>	<u>System</u>	<u>School</u>
02	73	50	57	62	51	2.7	3.0	3.2	2.7
04	64	50	66	62	36	4.7	5.6	5.4	3.9
07	52	50	60	52	33	7.7	8.5	7.8	6.3

09/22/87

CAMPBELL ELEMENTARY SCHOOL

PROJECT AND NON-PROJECT RESULTS

PROJECT	GROUP	YEAR	ITBS/TAP SCORES READING TOTAL															
			GRADES															
			1		2		3		4		5		6		7		TOTAL	
			N	NCE	N	NCE	N	NCE	N	NCE	N	NCE	N	NCE	N	NCE	N	NCE
COMP. READING	SCHOOL	1986			11	40	35	31									46	33
		1987				53		35										39
		GAIN				13		4										6
	TOTAL ELEM	1986	638	28	1307	33	1045	33	516	35	256	32	45	31	12	49	3819	32
		1987		50		44		41		42		39		39		48		43
		GAIN		22		11		8		7		7		8		-1		11
NO READING PROJECT	SCHOOL	1986	3	20	21	47	10	47	37	38	29	34	38	40	29	39	167	39
		1987		47		56		45		41		41		36		46		43
		GAIN		27		9		-2		3		7		-4		7		4
	TOTAL ELEM	1986	340	33	3645	54	3471	55	3641	47	3537	47	1890	43	1399	46	17923	49
		1987		50		58		51		51		48		47		50		51
		GAIN		17		4		-4		4		1		4		4		2

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CAMPBELL ELEMENTARY SCHOOL

PROJECT AND NON-PROJECT RESULTS

PROJECT	GROUP	YEAR	ITBS/TAP SCORES MATH TOTAL														TOTAL	
			GRADES															
			1		2		3		4		5		6		7		N	NCE
			N	NCE	N	NCE	N	NCE	N	NCE	N	NCE	N	NCE	N	NCE	N	NCE
COMP. MATH	SCHOOL	1986	2	20	6	44	16	27	20	30	9	20					53	29
		1987		58		54		36		43		49						44
		GAIN		38		10		9		13		29						15
	TOTAL ELEM	1986	632	27	1268	40	965	36	534	31	236	29	37	34	23	45	3695	34
		1987		59		59		43		43		36		43		45		51
		GAIN		32		19		7		12		7		9				17
NO MATH PROJECT	SCHOOL	1986	1	10	25	62	28	62	18	54	20	43	38	43	29	40	159	50
		1987		61		62		54		62		37		44		55		52
		GAIN		51				-8		8		-6		1		15		2
	TOTAL ELEM	1986	343	40	3622	64	3524	66	3591	50	3546	50	1898	46	1384	48	17908	55
		1987		60		70		53		55		50		48		53		56
		GAIN		20		6		-13		5				2		5		

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GEORGIA CRITERION REFERENCED TESTS (FIRST GRADE)
READING
PERCENT OF STUDENTS ACHIEVING EACH OBJECTIVE

CATEGORY	N	CONCEPTS FOR READING			LITERAL COMPREHENSION			INFERENTIAL COMPREHENSION				MEAN SCALE SCORE
		1	2	3	4	5	6	7	8	9	10	
SCHOOL 1986	34	88	68	76	74	88	85	71	79	53	59	207
1987	66	86	76	76	71	94	88	80	85	70	68	214
SYSTEM 1987	6662	79	65	68	61	78	81	81	82	64	70	211
STATE 1987	94106	84	76	75	59	77	85	80	81	60	69	212
DIFF. SCHOOL 86-87		-2	8	0	-3	6	3	9	6	17	9	7
DIFF. SCHOOL-SYSTEM (1987)		7	11	8	10	16	7	-1	3	6	-2	3
DIFF. SCHOOL-STATE (1987)		2	0	1	12	17	3	0	4	10	1	2

MATHEMATICS
PERCENT OF STUDENTS ACHIEVING EACH OBJECTIVE

CATEGORY	N	CONCEPT IDENTIFICATION							COMPONENT OPERATIONS				PROBLEM SOLVING				MEAN SCALE SCORE
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
SCHOOL 1986	34	88	88	82	91	91	97	74	79	85	85	85	88	91	82	85	216
1987	66	80	92	80	88	83	95	56	74	89	83	88	88	89	83	85	214
SYSTEM 1987	6661	87	88	71	80	78	93	68	77	82	81	84	85	93	77	83	211
STATE 1987	94104	90	91	79	81	80	94	68	71	84	81	85	91	95	82	82	213
DIFF. SCHOOL 86-87		-8	4	-2	-3	-8	-2	-18	-5	4	-2	3	0	-2	1	0	-2
DIFF. SCHOOL-SYSTEM (1987)		-7	4	9	8	5	2	-12	-3	7	2	4	3	-4	6	2	3
DIFF. SCHOOL-STATE (1987)		-10	1	1	7	3	1	-12	3	5	2	3	-3	6	1	3	1

GEORGIA CRITERION REFERENCED TESTS (THIRD GRADE)
READING
PERCENT OF STUDENTS NEEDING ADDITIONAL INSTRUCTION

CATEGORY	N	LITERAL COMPREHENSION		INFERENTIAL COMPREHENSION			PROBLEM SOLVING			MEAN SCALE SCORE	% PASS
		1	2	3	4	5	6	7	8		
SCHOOL 1986	46	46	28	63	59	46	41	41	43	199	78
1987	35	57	29	51	37	17	9	37	20	196	80
SYSTEM 1987	4850	32	10	37	30	10	14	21	8	208	90
STATE 1987	77529	22	7	25	24	7	10	16	5	214	94
DIFF. SCHOOL 86-87		11	1	-12	-22	-29	-32	-4	-23	-3	2
DIFF. SCHOOL - SYSTEM (1987)		25	19	14	7	7	-5	16	12	-12	-10
DIFF. SCHOOL - STATE (1987)		35	22	26	13	10	-1	21	15	-18	-14

MATHEMATICS
PERCENT OF STUDENTS NEEDING ADDITIONAL INSTRUCTION

CATEGORY	N	CONCEPT IDENTIFICATION				COMPONENT OPERATIONS			PROBLEM SOLVING					MEAN SCALE SCORE	% PASS
		1	2	3	4	5	6	7	8	9	10	11	12		
SCHOOL 1986	46	50	30	15	26	26	67	30	26	52	30	33	33	202	85
1987	35	17	34	60	34	34	46	40	11	20	17	14	23	203	83
SYSTEM 1987	4848	25	37	59	31	43	45	42	17	20	23	12	20	205	86
STATE 1987	77542	17	30	53	26	40	36	32	17	14	19	9	16	210	92
DIFF. SCHOOL 86-87		-33	4	45	8	8	-21	10	-15	-32	-13	-19	-10	1	-2
DIFF. SCHOOL - SYSTEM (1987)		-8	-3	1	3	-9	1	-2	-6	0	-6	2	3	-2	-3
DIFF. SCHOOL - STATE (1987)		0	4	7	8	-6	10	8	-6	6	-2	5	7	-7	-9

GEORGIA CRITERION-REFERENCED TESTS (SIXTH GRADE)
READING
PERCENT OF STUDENTS ACHIEVING EACH OBJECTIVE

CATEGORY	N	LITERAL COMPREHENSION			INFERENTIAL COMPREHENSION				PROBLEM SOLVING				MEAN SCALE SCORE
		1	2	3	4	5	6	7	8	9	10	11	
SCHOOL 1986	33	55	45	18	21	61	45	36	33	30	67	42	188
1987	38	61	42	18	16	53	58	55	42	34	58	47	188
SYSTEM 1987	4374	72	67	45	39	72	78	68	68	55	72	58	200
STATE 1987	75908	83	77	57	54	81	84	78	78	68	81	73	207
DIFF. SCHOOL 86-87		6	-3	0	-5	-8	13	19	9	4	-9	5	0
DIFF. SCHOOL-SYSTEM (1987)		-11	-25	-27	-23	-19	-17	-13	-24	-21	-14	-11	-12
DIFF. SCHOOL-STATE (1987)		-22	-35	-39	-38	-28	-26	-23	-34	-34	-23	-26	-19

MATHEMATICS
PERCENT OF STUDENTS ACHIEVING EACH OBJECTIVE

CATEGORY	N	CONCEPT IDENTIFICATION				COMPONENT OPERATIONS			PROBLEM SOLVING					MEAN SCALE SCORE
		1	2	3	4	5	6	7	8	9	10	11	12	
SCHOOL 1986	33	55	82	85	70	73	61	64	55	55	64	85	39	200
1987	38	61	84	87	74	76	71	71	55	68	79	74	55	205
SYSTEM 1987	4379	62	75	88	58	57	63	54	61	48	68	73	43	200
STATE 1987	75940	70	80	92	64	75	72	67	74	60	77	84	61	206
DIFF. SCHOOL 86-87		6	2	2	4	3	10	7	0	13	15	-11	16	5
DIFF. SCHOOL-SYSTEM (1987)		-1	9	-1	16	19	8	17	-6	20	11	1	12	5
DIFF. SCHOOL-STATE (1987)		-9	4	-5	10	1	-1	4	-19	8	2	-10	-6	-1

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CAMPBELL ELEMENTARY SCHOOL

PROGRESSION MINIMUM SKILLS
END OF YEAR 1986-87
READING

PERCENT OF STUDENTS MASTERING EACH SKILL

GRADE		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	AVERAGE NUMBER SKILLS MASTERED	N
K	SCHOOL	84	95	91	98	90	85	63	92	88	98										9	88
	SYSTEM	97	99	93	98	92	92	89	96	95	98										9	5,992
	DIFF	-13	-4	-2	0	-2	-7	-26	-4	-7	0										0	
01	SCHOOL	96	93	91	93	90	93	90	89	90	93	90	94	95	99	98					14	80
	SYSTEM	92	85	84	89	82	84	83	81	82	89	84	87	90	95	94					13	6,755
	DIFF	4	8	7	4	8	9	7	8	8	4	6	7	5	4	4					1	
02	SCHOOL	84	80	82	82	75	75	77	77	82	80	82	84	80	75	73					12	44
	SYSTEM	89	94	88	88	88	88	86	89	91	87	88	90	93	93	94					13	5,642
	DIFF	-5	-14	-6	-6	-13	-13	-9	-12	-9	-7	-6	-6	-13	-18	-21					-1	
03	SCHOOL	85	83	89	79	83	81	72	81	94	83	74	81	77	85	74	87	85			14	47
	SYSTEM	90	88	90	88	89	89	86	87	93	91	87	89	86	91	87	93	93			15	5,128
	DIFF	-5	-5	-1	-9	-6	-8	-14	-6	1	-8	-13	-8	-9	-6	-13	-6	-8			-1	
04	SCHOOL	88	88	88	88	88	88	86	86	86	86	88	98	98	98	98					14	42
	SYSTEM	93	93	92	93	92	93	90	92	92	92	92	92	93	92	94					14	4,854
	DIFF	-5	-5	-4	-5	-4	-5	-4	-8	-6	-6	-4	6	5	6	4					0	
05	SCHOOL	100	97	94	94	94	97	97	94	100	97	94	94	97	100	97	97	91	100	100	18	34
	SYSTEM	94	94	94	93	94	94	94	93	94	94	93	94	93	93	92	93	93	94	94	18	4,382
	DIFF	6	3	0	1	0	3	3	1	6	3	1	0	4	7	5	4	-2	6	6	0	
06	SCHOOL	98	95	95	95	95	95	95	95	95	95	95	95	95	93	93	95	98	98		17	42
	SYSTEM	95	94	95	93	93	92	94	93	94	92	94	93	91	93	94	93	91	93		17	4,387
	DIFF	3	1	0	2	2	3	1	2	1	3	1	2	4	0	-1	2	7	5		0	
07	SCHOOL	100	100	100	97	100	97	100	100	97	100	100	97	100	100						14	32
	SYSTEM	93	93	93	93	92	92	92	93	91	92	92	92	92	92						13	3,463
	DIFF	7	7	7	4	8	5	8	7	6	8	8	5	8	8						1	

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CAMPBELL ELEMENTARY SCHOOL

PROGRESSION MINIMUM SKILLS
END OF YEAR 1986-87
MATHEMATICS

PERCENT OF STUDENTS MASTERING EACH SKILL

AVERAGE
NUMBER
SKILLS
MASTERED

N

GRADE	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19		
K SCHOOL	97	86	96	94	87	93	94	86	86	97	70									10	69
SYSTEM	98	95	94	94	94	95	94	93	92	96	87									10	5,905
DIFF	-1	-9	2	0	-7	-2	0	-7	-6	1	-17									0	
01 SCHOOL	96	96	96	94	94	91	93	93	93	91	94	95								11	80
SYSTEM	98	98	96	93	92	91	87	88	88	90	90	91								11	6,772
DIFF	-2	-2	0	1	2	0	6	5	5	1	4	4								0	
02 SCHOOL	98	100	91	95	91	100	98	100	100	98	95	95	100	100	98					15	44
SYSTEM	97	96	93	93	91	92	93	95	92	96	95	95	93	92	90					14	5,655
DIFF	1	4	-2	2	0	8	5	5	8	2	0	0	7	8	8					1	
03 SCHOOL	89	91	77	85	72	79	81	79	83	81	86	70	83	83	79	72	74			13	47
SYSTEM	94	94	91	93	89	89	88	89	92	90	88	89	90	90	89	88	88			15	5,138
DIFF	-5	-3	-14	-8	-17	-10	-7	-10	-9	-9	-22	-19	-7	-7	-10	-16	-14			-2	
04 SCHOOL	95	95	98	93	90	90	88	88	86	86	86	90	90	90	86	86				14	42
SYSTEM	94	92	95	93	91	90	92	93	91	92	89	91	92	91	90	88				15	4,860
DIFF	1	3	3	0	-1	0	-4	-5	-5	-6	-3	-1	-2	-1	-4	-2				-1	
05 SCHOOL	94	97	97	94	94	94	97	97	88	94	94	91	97	100	97	97	94			16	34
SYSTEM	94	94	93	92	93	92	92	90	91	93	89	91	91	89	90	87	87			15	4,389
DIFF	0	3	4	2	1	2	5	7	-3	1	5	0	6	11	7	10	7			1	
06 SCHOOL	98	90	95	90	88	90	90	93	88	86	88	90	86	88	86	86	86			15	42
SYSTEM	94	89	91	90	91	89	87	90	88	89	87	89	87	87	85	84	84			15	4,396
DIFF	4	1	4	0	-3	1	3	3	0	-3	1	1	-1	1	1	2	2			0	
07 SCHOOL	94	97	94	97	97	97	97	97	94	100	100	100	100	94	100	97	97			17	32
SYSTEM	94	92	94	92	92	91	91	92	90	91	91	91	92	91	91	90	88			16	3,418
DIFF	0	5	0	5	5	6	6	5	4	9	9	9	8	3	9	7	9			1	

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CAMPBELL ELEMENTARY SCHOOL

1986-87 Progression Status Report

Grades K - 7

Grade		Promoted		Admin. Placed		Retained		Total
		N	Percent	N	Percent	N	Percent	N
K	School	70	76.1	2	2.2	20	21.7	92
	System	5,256	86.9	91	1.5	703	11.6	6,050
01	School	67	85.9	3	3.8	4	10.3	78
	System	5,471	80.2	260	3.8	1,093	16.0	6,824
02	School	35	79.5	3	6.8	6	13.6	44
	System	4,773	84.7	309	5.5	550	9.8	5,632
03	School	30	61.2	8	16.3	11	22.4	49
	System	4,239	80.9	268	5.1	734	14.0	5,241
04	School	36	85.7	3	7.1	3	7.1	42
	System	4,379	89.0	277	5.6	263	5.3	4,919
05	School	34	100.0		.0		.0	34
	System	4,136	92.2	220	4.9	129	2.9	4,485
06	School	43	100.0		.0		.0	43
	System	3,801	84.7	258	5.7	430	9.6	4,489
07	School	32	100.0		.0		.0	32
	System	3,284	89.8	186	5.1	188	5.1	3,658